Verbalization Vs Visualization: The Problems Of The Issues Of Interaction And Communication

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A feature of our power and management practice is the adoption of only unambiguous decisions - alternatives are not considered at any stage, neither before nor after the adoption of any decisions. The distance in the education system forced by the covid-19 pandemic turned into an unequivocal decision: only on line - and no other alternatives, but they exist and they are probably more effective both in terms of their effectiveness and costs. Only one of these alternatives is considered here.

The covid-2019 pandemic, which hit everyone quite unexpectedly, has led to catastrophic primitivization in the field of science and education, in university life. Series of knockout punches began with the replacement of oral exams with multiple choice tests in a deliberately lost fight against corruption, continued with the transformation of coherent speech of teachers and students with presentations in the copy-paste genre then the transition from educational and training processes to the process of fighting for a place in the rankings and, finally, the forced involvement of teachers in research activities, which led to the replacement of scientific papers with qualification papers - with results known and described in advance, without ad hoc, surprises and surprises.

The massive transition to on-line technologies in this logic of total visualization turned out to be another confident step towards digitalization and the transformation of people into robots and cyborgs.

In essence, IT workers have begun to impose means and dictate ways of teaching and scientific communication. Figuratively speaking, it began to resemble a situation when the navigator and the on-board computer determine where, what route, at what speed the car should move, and the driver, this semi-passenger, is only an inept and unreliable executor of the will of the navigator.

We, scientists and teachers, must maintain our positions in research and educational processes and technologies.

Since the 17th century, that is, since the birth of science (Galileo), the main means of communication, in the absence of scientific journals and conferences, has been correspondence between scientists, quite stable and intense [1, 2]. In these letters, there were disputes, issues of priorities and primacy were resolved, pro e contra arguments were honed, discussions were held, sometimes for many years. Personal correspondence was a kind of pass to science, received by no means immediately and by no means by everyone.

Of course, correspondence was not the only means of scientific communication. From the substrate of the university information environment, the professors, who combined scientific and teaching activities, crystallized assistants, assistants, from whom new scientists were grown in the mode of constant communication in the departments and laboratories.

The most famous in the history of science was the correspondence between Newton and Leibniz [3]. It was this circumstance that allowed the Workshop of Organizational and Activity Technologies of the Moscow City University to switch to a remote, but not on-line mode of communication, calling such a seminar Newtonian[4].

The program of this workshop includes three seminars:
• philosophy of old age
• research methodology
• humanism in education and science

The seminar on the topic "Philosophy of old age" is organized in the usual on-line format of Microsoft Teams.

Unfortunately, this format is very unsympathetic as an educational one:
you have to simultaneously lead the topic in an improvisational genre (other genres are not welcome), and follow the progress of the presentation, and the raised hands, and the discussion in the chat, sometimes not related to what is happening, and the unauthorized actions of the participants, violating, for example, the order of the presentation, and the technical condition of this entire system - it's tiring and very nervous this mode allows people to hide behind their icon / avatar and pretend to be present in the discussion: you ask the icon with a question, but there is no one behind it there is no atmosphere of empathy, trust, ownership, necessary and inspiring for free improvisation.

It is noticeable that many are beginning to lose textual traditions, replacing reports with presentations and forgetting that a presentation is not an alternative, but an illustrative addition to the text of a report. A few years ago, even the so-called poster presentations appeared - extensive and complexly organized posters imitating text reports: this is beautiful and impressive, but not communicative, but translational and therefore requires the presence of an author at such a stand, explaining the cascade of his painting, answering questions and confusion, etc.

The visuality of on-line lectures and seminars (webinars), which greatly facilitates perception, is clearly at the expense of verbalization: we receive 60-80% of information through vision, but at the same time, the apparent ease of visual perception makes it difficult to separate the information flow and isolate in it the fundamentally important, incomprehensible and new. Alas, we very often watch a lot, but we don't see it, we don't intellectually master it. The pace of verbal communication is much slower than visual communication, and therefore verbal communication is deeper and more meaningful.

The seminar on the methodology of scientific research is structured Newtonian and as follows.

The whole seminar is divided into several topics.
By e-mail, the participants of the seminar are sent a detailed text of the report on the current topic with annexes (texts that supplement this report). During the month, participants are free to comment on this report and its annexes, inserting their own comments in the body of the text or after it, commenting on the comments of others, asking questions or answering them, and also supplementing the report with their reports / speeches.

A month of intense e-mail discussion between "corresponding members" ends with a reflexive assembly of the course and results of the correspondence discussion, after which the material enters the editorial and correctional processing, and the participants move on to the next topic.

This form of the Newtonian seminar made it possible to give it an international character and to involve Ukrainian, Latvian and Estonian colleagues in the discussion.

The Seminar on Humanity in Education, unplanned and unfunded, but now in its second year of existence, is being restructured into a different Newtonian format from the previous one.

There is a thematic plan for the entire seminar (4 sessions, once a month and a half, from Friday to Sunday evening, a marathon lasting about 27 hours). The rules of each session are reminiscent of the rules and organizational projects of ODI and ODI-shaped events.

An introductory report is given on the topic of the session, after which the participants, alone or in small (2-3 people) groups, sequentially discuss the topics of the session (1-2 hours for discussion), and then bring the main results of these discussions to plenary correspondence (plenary discussion lasts 2 -3 hours). During one weekend, 3-4 topics are discussed (with a final reflection on each). The session may also include viewing and discussion of a film specially selected for this topic of the session, as well as methodological consultations and discussions at the request of the participants.

This is a very intensive, but quite feasible and, most importantly, effective, effective form of the Newtonian seminar, while the results of such sessions are not only texts and bouquets of texts, but also the participants themselves, as well as the workshop as a team of participants: this form allows for a cardinal screening and crystallization of the creative core of the scientific team.

The text result of each session is drawn up, edited and corrected, ultimately representing a section of a collective monograph or collection of articles. In fact, in just a few months, the Workshop, consisting of 7-9 people, published or prepared for publication six collections of articles and two monographs: all this is intensively read and commented on inside and outside the Workshop. Of course, these are just two types of distant verbal communication, others can be developed. The undoubted advantage of all of them is the transition from oral to written communication. Unlike and in contrast to the methodological tradition, where oral speech, reinforced by volitional pressure and charisma, is considered the main form of communication, written thought-communication is more responsible, more conducive toODI - organizational and activity game; ODI originated in the late 70s in the Moscow Methodological Circle, which was part of the intellectual, philosophical and scientific underground in the USSR. About 3 million people (1% of the population of the USSR) passed through these games and became an important factor in perestroika and "new thinking" [5].

thinking and understanding ("a thought that does not generate another thought is not a thought" , but both of them can be successfully accompanied by schematization [6]. In this case, it is necessary to highlight three significant circumstances:
the grammar of oral speech is very different from the grammar of writing: the order of words, the control of verbs, in oral speech there is always an intonation stress; grammar itself is an expression / reflection of logic - oral speech, as a rule, is illogical written speech (namely speech, not language) is difficult for the vast majority and requires much more effort than oral blah blah blah, it is much closer to thinking than oral speech focused on chaotic thinking (= flickering of thoughts and images)"manuscripts do not burn" (but, however, they are not reviewed, and are not returned): all the MMK archives of the 50-80s, consisting of tape recordings of oral presentations, were translated into written speech, and the untranslated hopelessly disappeared and disappeared: seminars by correspondence, disappearance is not threatened.

The practice of exchanging texts returns them readability instead of the now very common burial of scientific texts in the RSCI and e-library.ru as a common grave of lonely and unread texts.

In addition, this practice can develop / crystallize into a new educational technology, since it is an actual generator of the reader's internal dialogue and requires a written answer, which requires much more intellectual effort than passive reading or visualization, no matter how visual and expressive it may be. This brings us back to Plato's dialogues, where the thought of one interlocu-

tor gives rise to the thought of another. Actually, this educational structure has already been firmly mastered in the Workshop of Organizational and Activity Technologies: writing essays, comments on them, comments on comments, etc.

Unfortunately, both on-line technologies and Newtonian seminars are focused mainly on communication: on the rigor of logic and conceptual apparatus, and deprive the colors and riches of classroom education and communication in general, such means of communication as sympathy and empathy, facial expressions, gestures, intonations. , taste and aromatic nuances, the energy of touches and pre-touches, a single situational and energy field. A natural conclusion follows from this: science and education should return to classrooms and laboratories, as well as re-places: places of recreation, relaxation and reflection - cafes, pubs, restaurants, clubs, etc., so as not to lose oneself.

Education, especially humanitarian education, in our opinion, should be built in an atmosphere of communication, while communication is more inherent in scientific activity.

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